

HARVEST HEROES!



THE MAGNIFICENT MANDARINS!

Network for a Healthy California Time Log and Evaluation Instructions

1. Please use the attached Time Log form to document the hours you spend on nutrition education each month. Keep and use the form for the entire month. We will send you a new form before the beginning of each month.
2. Please remember to sign and date your Time Log forms.
3. Submit your completed Time Log form and Evaluation (also attached) to your school's Site Lead Teacher (SLT), or if your school does not have an SLT, please forward to Piper Mattson at MUSD Nutrition Services.
4. Time Log forms are due by the end of the month.

Thank you for your understanding as we try to improve our process. These requirements enable continued funding for nutrition education.

MUSD Nutrition Network Staff:

Piper Mattson, x 7967

Laura Castillo, x 5986

Network for a Healthy California Time Log 2008-09

1. Name _____ Grade _____

Please print: First

Last

Job Title _____ School/Location _____ Month _____

2. Time

Week 1

Week 2

Week 3

Week 4

Week 5

MONTHLY TOTAL

Indicate number of hours per week and month—record time in 15 minute increments in decimal format (.25, .5, .75 for partial hours)

3. Signature

I certify that documented time is from **Allowable Activities** listed at the bottom of this page.

Signed _____ Date _____

FOR OFFICE USE ONLY: Supervisor/Designee Signature _____ Date _____

PLEASE TURN IN AT THE END OF THE MONTH TO SITE LEAD TEACHER (SLT) OR NUTRITION SERVICES (IF NO SLT).

Allowable Activities

Nutrition Education in a Classroom/Group Setting (children/adults):

- Nutrition education classes using approved resources (e.g., Dairy Council, Team Nutrition, Dietary Guidelines for Americans, Harvest of the Month).
- Read books on nutrition or encourage artwork or essays on topics of nutrition, e.g., the importance of fruits and vegetables.
- Conduct cooking classes and/or taste tests with healthy foods as part of a nutrition education lesson/activity (e.g., Kids Cooking Week).
- Teach nutrition via CD ROM/ Internet/computer programs.
- Teach nutrition education as a stand alone subject area or integrated with core subjects.

Children/Student Nutrition Education outside a Classroom Setting (as a component of a structured curriculum):

- Participate in nutrition education field trips (do not include transportation time or costs) such as tours of farmer's markets linking nutrition education on fruits and vegetables in classroom with field trip visit.
- Garden-based nutrition education
- Cafeteria-based nutrition education activities/promotions which are part of a structured program that is connected to classroom instruction (e.g., Harvest of the Month, Welcome Back).

Nutrition Education at Special Events (students/adults)

- Nutrition education at special events (e.g., Open House, health fairs, school assemblies, Library Nutrition Events).
- Physical Activity Promotion (as a component of a broader Nutrition Education intervention) (children/students/adults)
- Promote increased physical activity as a component of a nutrition education intervention.

- Give advice on where to access low- or no-cost physical activities.
- Present one-time physical activity demonstrations that educate about and promote physical activity.
- Nutrition Education Project Evaluation:
- Conduct program planning and evaluation as an essential part of developing/implementing effective nutrition education programs

Nutrition Promotion Activities:

- Disseminate/sponsor newsletters, videos, CDs, or web pages on good nutrition or physical activity integrated as part of nutrition education
- Provide brochures or posters that focus on nutrition and may include a Food Stamp Program promotion message.
- Set up nutrition displays (e.g. Harvest of the Month or My Pyramid posters with pictures of fruits and vegetables with nutritional messages).

Staff Training/Professional Development:

- Develop/attend nutrition education events such as workshops, conferences, seminars, trainings, which may include the role of physical activity plays in health, and provide clear and direct benefits to the food stamp audience being served and are within the activities of the SOW.

Administrative Tasks Related to the Network Contract:

- Spend time completing documentation for the Network contract (e.g. progress reports, monthly time logs).
- Perform general clerical tasks in support of Network projects (e.g., travel claims, photocopying)

Other Activities

- (Must be listed in approved Scope of Work Project Summary)

EVALUATION

JAN 2009

MANDARINS

Teacher Name (First & last): _____

Grade: _____

Date: _____

of Students: _____

School: _____

1. Note how much time was spent on this lesson: _____
(include this time on your time log...)

2. Please provide us with any feed back re: the taste test
and produce supplied (quality, service, logistics, etc.).

3. Which nutrition concepts were you able to emphasize? (see Lesson Overview for these)

4. How well prepared do you feel after reading the reference material provided?

5. Additional comments:

Funding of this
program depends on
both the EVALUATION
and the TIME LOG!

DUE DATE: Jan 30th

Call Piper Mattson at
x7967 with questions.

Thank you!!!



This material was funded by USDA's Food Stamp Program through the California Department of Public Health, Network for a Healthy California. These institutions are equal opportunity providers and employers. The Food Stamp Program provides nutrition assistance to people with low income. It can help buy nutritious foods for a better diet. For information on the Food Stamp Program, call (323) 727-4542. Contract # 06-55103.



LESSON OVERVIEW

NUTRITION CONCEPTS	ACTIVITY IDEAS	ACTIVITIES ENCLOSED
Defining a particular Fruit; Varieties within Fruit and Fruit Families	<i>Top Secret Info. & Super Powers</i>	page 1 & 2
	<i>Circle Map®</i>	page 3
	Snapshot of a Superhero	page 4
Naming and describing the senses used during eating	<i>Taste Test: Directions & Labels</i>	page 5-6
	<i>Use Your Senses: Bubble Map®</i> (EXAMPLE included)	page 7-8
The ease of quick, healthy snacks	<i>Double Bubble Map®</i> Compare a mandarin orange and candy, both sources of quick energy.	page 9
Marketing Fruits and vegetables	<i>Create a Crate Label</i> Learn about the art and purpose of fruit crate labels, and design a label with an animal or other typical image that will make a connection with the buyer, catch their attention, and hopefully lead to the purchase and consumption of more mandarin oranges.	page 10
Setting goals for Fruits and vegetables	<i>Goal Setting Calendar</i> Set and reach goals with the help of this activity.	page 11-13



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TOP SECRET INFO.

CONFIDENTIAL

PROFILE

Resembling slightly flattened oranges, mandarins and tangerines are distinguished from other citrus fruits by their small size, relatively loose skin of the fruits, and the ease with which the segments can be separated.

A MANDARIN OR A TANGERINE?

Sometimes we call mandarins tangerines, and while they are similar, (both are small, with loose, easily peeled skin), technically speaking, tangerines are actually a subclass of mandarins, and not the same as them. The primary difference between the two species is their skin color. The tangerine has a darker reddish-orange skin while the mandarin is lighter orange in color.



POPULAR VARIETIES

Clementine

Seedless mandarins with "zipper" skin. California Clementines are available mid-November to January leading to their nickname as "Christmas Oranges."

Satsuma

Originating in Japan, Satsumas were once the most popular mandarin variety but are second now to Clementines.

Dancy

You may not recognize the name, but the Dancy is the leading tangerine on the market and simply labeled as *tangerine*.

Honey

A cross between a tangerine and an orange, this tangerine variety has a yellow-orange skin and has some seeds.

ORIGINS

2,200 B.C. is the first known reference to citrus fruits, probably originating in south-east Asia. Native to China, the name mandarin is thought to have come from the noble Mandarins who wore bright yellow robes.



It's believed that mandarins were introduced to Europe via Tangiers, Morocco, giving birth to the name tangerine, or *native of Tangiers*.

Christopher Columbus brought orange seeds to the New World, setting the stage for Florida to become the top citrus-growing state. However, a harsh Florida winter in 1997 devastated orange production, and opened a booming market to California Clementines.

HOW DO THEY GROW?

Grown on small, thorny trees, mandarins and tangerines are harvested by hand and must be clipped, not pulled from the tree—sometimes you'll see them in the market with their stems and leaves still attached.



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SUPER POWERS

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Nutrition Facts

Serving Size 2 medium mandarins (2.5")

Amount Per Serving

Calories 94

Calories from Fat 4

% Daily Value*

Total Fat 0 g 0%

Saturated Fat 0 g 0%

Trans Fat 0 g 0%

Cholesterol 0 mg 0%

Sodium 0 mg 0%

Potassium 292 mg 4%

Total Carbohydrate 23 mg 8%

Dietary Fiber 3 g 10%

Sugars 18 g 0%

Protein 1 g

Vitamin A 23% • Vitamin C 78%

Calcium 5% • Iron 1%

Source: www.nutrition data.com

BEYOND THE NUTRITION LABEL...

Nutrient/Amount In 2 Mandarins	Daily DRIs* for Age Groups			Why It's Important For You
	4-8 y	9-13 y	14-18 y	
Vitamin A 60 mcg	400 mcg	600 mcg	700-900 mcg	eye health, night vision, bone growth
Vitamin C 47 mg	25 mg	45 mg	65-75 mg	fighting infection, healing cuts
Folate 28 mcg	200 mcg	300 mcg	400 mcg	manufacturing DNA for rapid cell growth
Potassium 292 mg	3800 mg	4500 mg	4700 mg	proper functioning of muscles, nerves, heart
Fiber 3 g	25 g	26-31 g	26-38 g	steady energy levels, preventing constipation
Thiamin 0.102 mg	0.5 mg	0.8 mg	0.9-1.1 mg	helping body make and use energy

*DRIs (Dietary Reference Intakes) obtained from <http://www.icm.edu/Object/File/Master/21/372/0.pdf>. Ranges within age groups given where differences exist between females and males. Individual nutrient amounts taken from the USDA National Nutrient Database for Standard Reference <http://www.nal.usda.gov/fnic/foodcomp/search/>.

QUESTIONS:

1. Is it a **"GOOD SOURCE"**? The FDA allows the use of this phrase if one serving of a Food contains 10-19% percent of the Daily Value for a particular nutrient (if the Food has 20% or greater, a Food is considered to be **"HIGH"** in the nutrient).

First, calculate the percentage of the nutrient based on your age (For example, if you are 13 years old, and want to know what percent of Folate is in 2 mandarins, divide 28 by 300). Do this for all the nutrients on the "Beyond the Nutrition Label" chart. Which nutrients are mandarins a **"GOOD SOURCE"** of? **"HIGH"** source?

2. The Nutrition Facts label provides a summary, but doesn't include all the information about the Food. Based on the on the "Beyond the Nutrition Label" chart what's missing?

HEALTH EDUCATION CONTENT STANDARDS

5.I.N.2 - Identify key and define the components of the Nutrition Facts labels.

7/8.I.N.6 - Analyze the caloric and nutritional value of Foods and beverages.

H5.3.N.24 - Describe how to use nutrition information on Food labels to compare products.

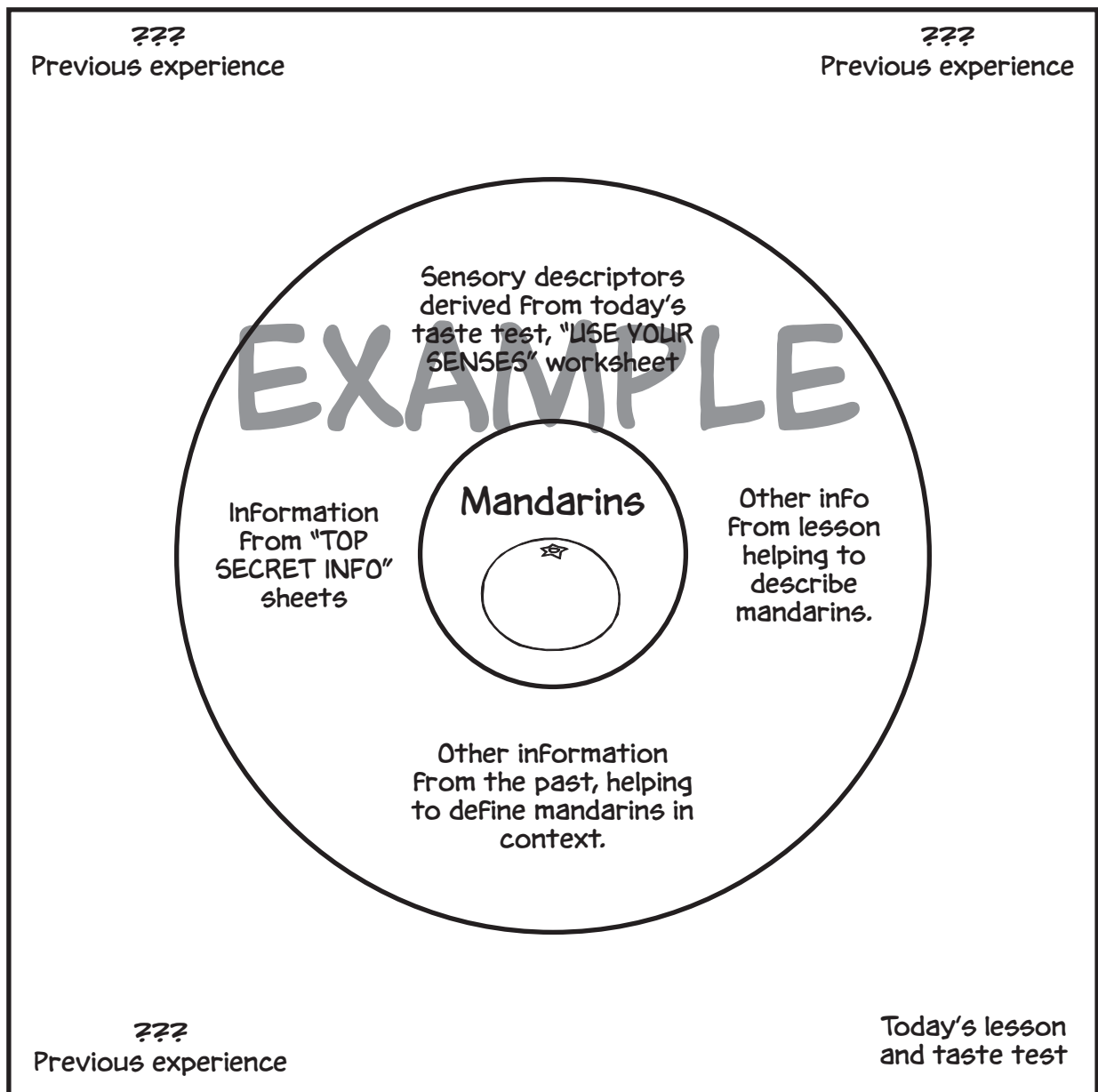


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CIRCLE MAP®

Help to define mandarins. Compare feelings before and after the taste test using different colors.



ENG LANG ARTS CONTENT STANDARDS

5th: Reading Comp 2.1, 2.3

6th: Reading Comp 2.2

7th: Reading Comp 2.3



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MANDARIN ORANGES



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TASTE TEST: DIRECTIONS

TOOLS NEEDED

- **Mandarin oranges**
1 per student
(provided by cafeteria)
- **"USE YOUR SENSES"**
worksheet
(enclosed)
- **Napkins/paper
towels, gloves**
(provided by
cafeteria)
- **Dry erase board,
markers**

ACTIVITY

- Review proper hand washing procedures and have students wash their hands with soap. Talk about it is important to wash even those fruits that get peeled. The "germs" or contaminants on the peel can still get onto the flesh either with fingers or a knife.
- Show and pass out the mandarins. Demonstrate to students how easy they are to peel. Why are they referred to as "zipper fruit"?
- Before peeling their own, ask students to engage their senses... observing, smelling and touching it first, then tasting it.
- How many sections does the orange have? If grade appropriate, using the *Super Powers* page, students can derive how much Vitamin C, Folate etc. in one section.
- Note their sensory observations on the board. As appropriate, observations can be recorded on the *Use Your Senses* worksheet (an example has also been enclosed).
- Discuss similarities and differences between mandarins and regular oranges.
- Survey the class' opinion about the taste of mandarins (see *Chart the Results* page).

RESEARCH



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TASTE TEST: LABELS

Cut out the following label, Fold it in half, and place in front of the mandarins.

NARANJA MANDARINA

MANDARIN ORANGE

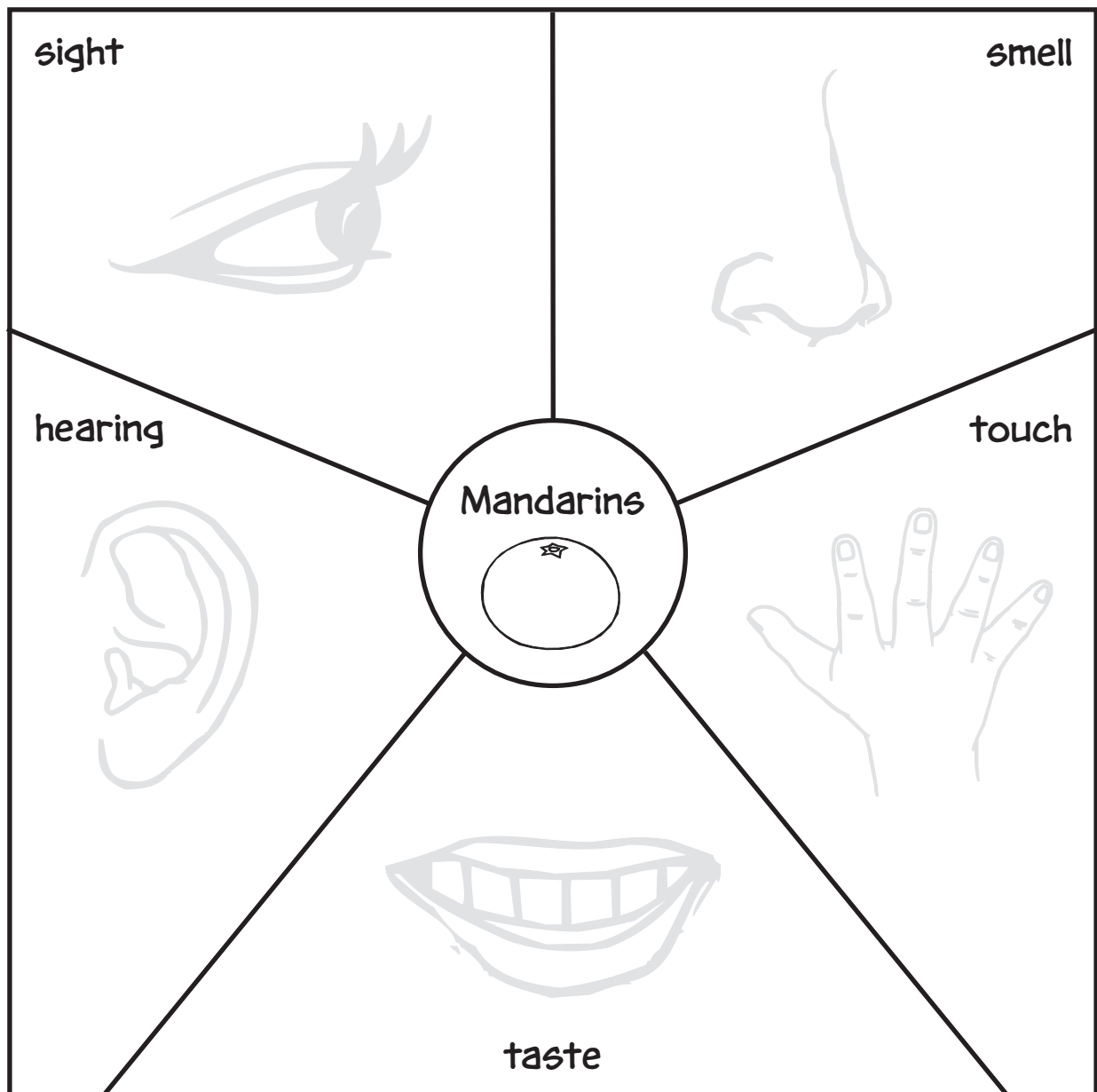


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USE YOUR SENSES: BUBBLE MAP®

- Describe sensory attributes of mandarins using a Bubble Map® Format.



ENG LANG ARTS CONTENT STANDARDS

5th: Reading Comp 2.1, 2.3

8th: Reading Comp 2.3, 2.4

6th: Reading Comp 2.2

9th & 10th: Reading Comp 2.4, 2.5

7th: Reading Comp 2.3

11th & 12th: Reading Comp 2.2, 2.3

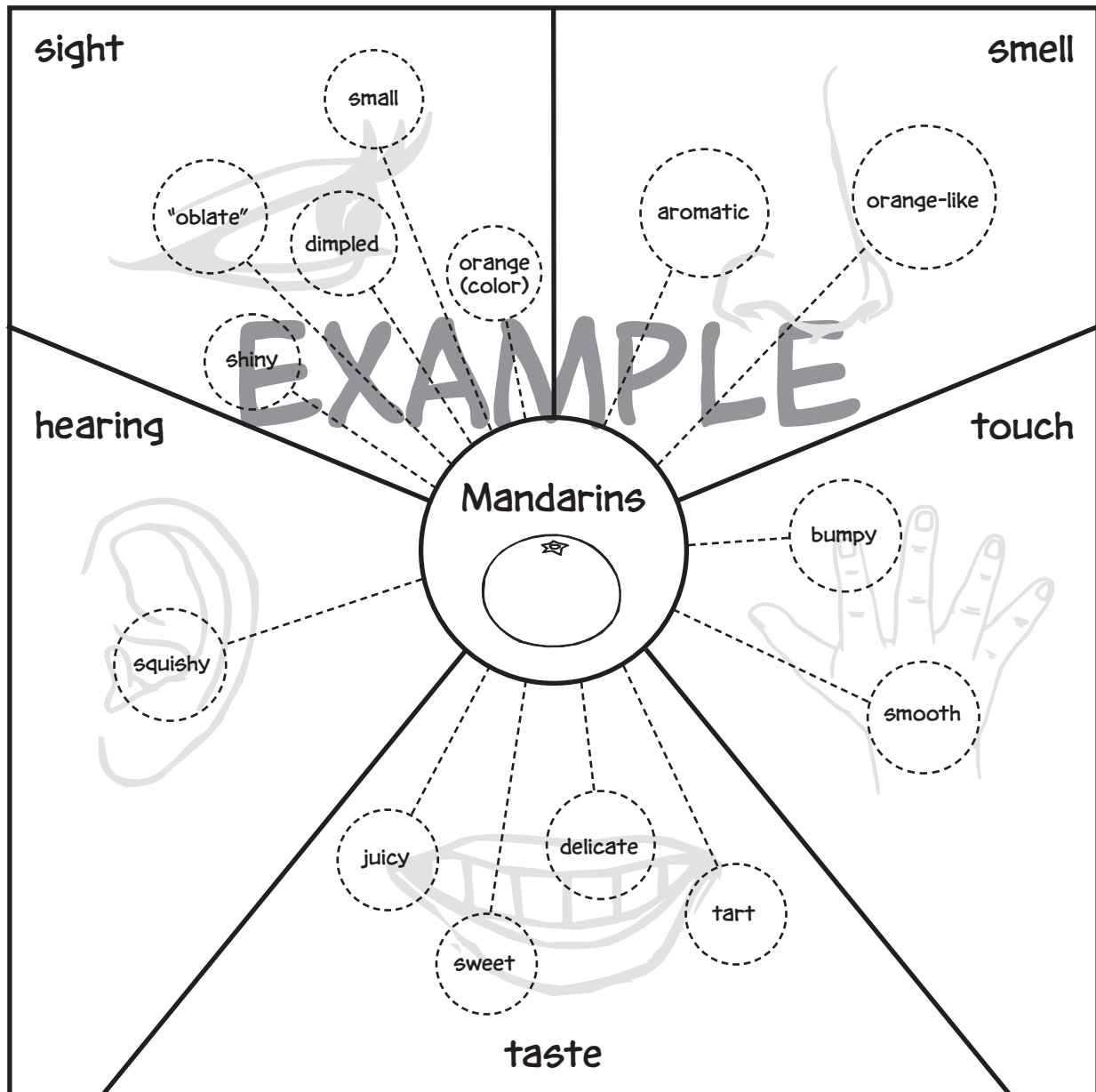


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USE YOUR SENSES: BUBBLE MAP®

- Describe sensory attributes of mandarins.



ENG LANG ARTS CONTENT STANDARDS

5th: Reading Comp 2.3, 2.4, 2.5

6th: Reading Comp 2.3, 2.4

7th: Reading Comp 2.3

8th: Reading Comp 2.3, 2.4

9th & 10th: Reading Comp 2.4, 2.5

11th & 12th: Reading Comp 2.2, 2.3

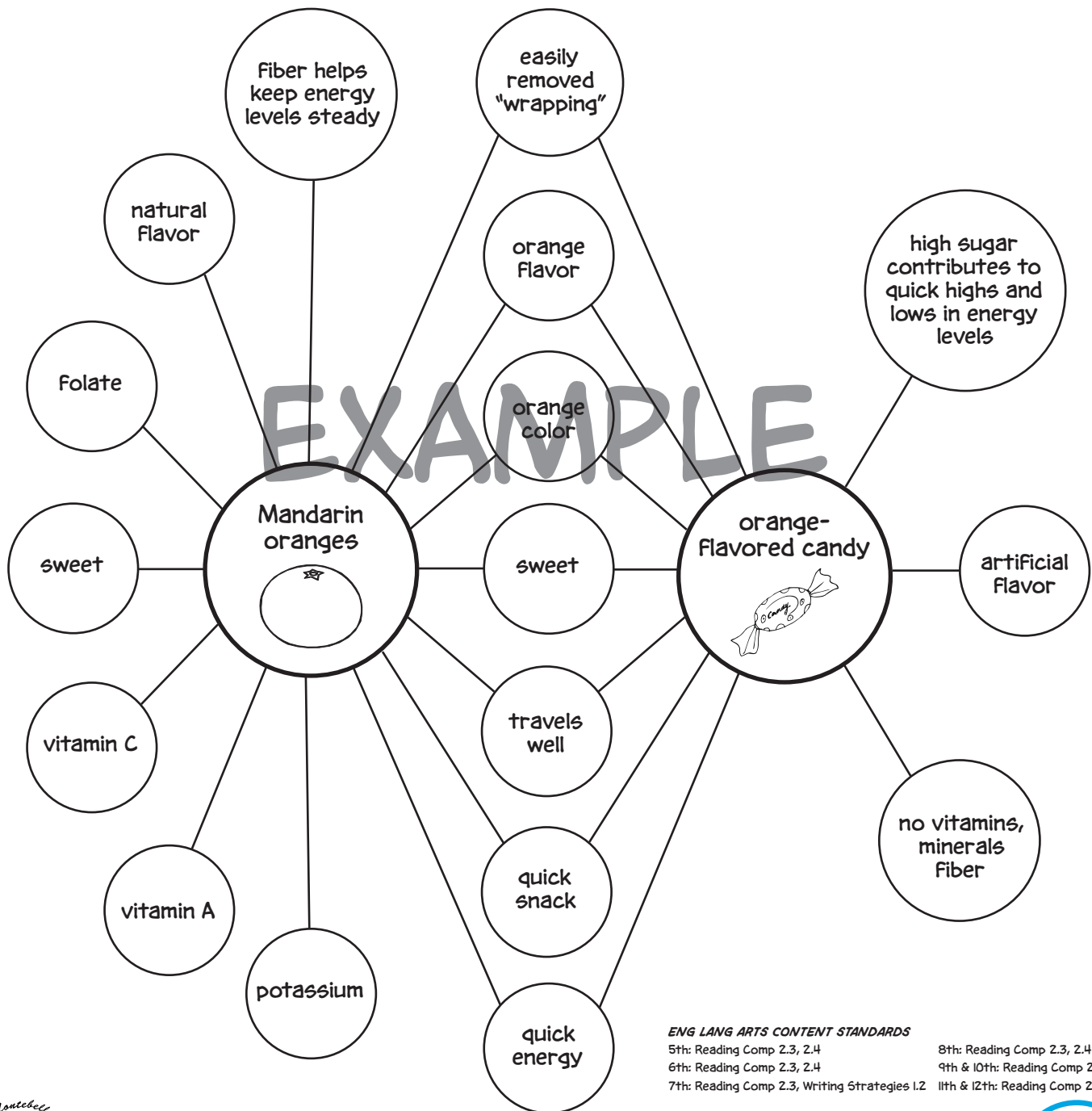


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DOUBLE BUBBLE MAP®

Both a mandarin orange and candy are portable and offer quick energy, but only one provides sustainable energy, vitamins and minerals. Compare similarities and differences between them. Use a Double Bubble Map® to compare a mandarin orange to another orange variety, or another fruit or vegetable.



ENG LANG ARTS CONTENT STANDARDS

5th: Reading Comp 2.3, 2.4

6th: Reading Comp 2.3, 2.4

7th: Reading Comp 2.3, Writing Strategies 1.2

8th: Reading Comp 2.3, 2.4

9th & 10th: Reading Comp 2.4, 2.5

11th & 12th: Reading Comp 2.2, 2.3



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CREATE A CRATE LABEL

Around 1885, fruit crate labels began to be designed in southern California. These colorful pieces of art became necessary for two main reasons: identification and advertisement.

From a practical standpoint, the produce industry developed labels so shippers and merchants could more easily identify what was in the crates. Labels became the "window" by which the product could be seen easily.

And from a marketing standpoint, these artful paper labels also had to communicate an appeal for the product, so that someone would buy it. Otherwise, the farmers didn't get paid. As Eastward shipments of fresh California produce became popular and more profitable, competition increased among growers to find faster, more efficient ways to dispose of their wares in the expanding marketplaces of the East. Packers used crate labels as a way to advertise their product and cleverly attract the buyer's attention. This made the label a tool of singular importance to every packer.

Labels featured unusual color schemes and art styles, catchy slogans and lively designs with instinctive lettering to make each brand stand out. For example, Duckwall Brothers Inc. of Hood River featured a label with a duck standing in front of a rock wall. The idea of the image brought the brand name to mind.



Unusual designs were used. The fruit in the crate was usually shown on the label, but that wasn't always the case. Labels drew on a wide range of images—from landscapes, flowers, children, famous landmarks, animals, health benefits, and patriotic imagery to name a few—in order to entice people to buy fruit.

Activity

Taking what you know about the art and purpose of fruit crate labels, along with what you've learned about mandarins, design a label that you feel will catch the buyer's attention. What might help influence food choices to help these small, but powerful heroes to reach their destinations and do their jobs?!!

HEALTH EDUCATION CONTENT STANDARDS

5.2.N.14 - Examine the influence of advertising and marketing techniques on food and beverage choices.
7/8.2.N.18 - Evaluate internal and external influences on food choices.
HS.2.N.16 - Evaluate internal and external influences that affect food choices.



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VIS & PERF ARTS/HIST-SOC SCIENCE CONTENT STANDARDS

5th: Creative Expression 2.7, Aesthetic Valuing 4.2
6th: Creative Expression 2.5
7th: Artistic Perception 1.1
8th: Artistic Perception 1.1
9th-12th: Historical and Cultural Context 3.1, 3.3



GOAL SETTING

How can we be sure to get the recommended amount of fruit and vegetable servings each day? One place to start is setting a goal. A great way to succeed at setting and reaching your goals is to use the S.N.A.C.K. system*.

S = SMALL

Is this goal small enough so I can meet it in a short period of time?

N = NEEDED

Is this a change that I need to make for better health?

A = ACHIEVABLE

Can I achieve this goal? Will I need the help of others to meet this goal? Is it a goal that I can really accomplish?

C = CAN I COUNT IT?

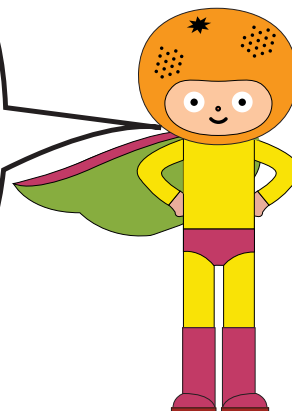
Is this goal written in a way that I can count and measure my progress?

K = KNOW-HOW

Do I know enough to set this goal? Where would I find more information on this topic?

WHAT ARE WAYS TO
CHECK YOUR PROGRESS
AT MEETING GOALS? HERE
ARE SOME IDEAS:

- GOAL-SETTING CALENDAR
(SEE NEXT PAGE)
- BAR, LINE, OR PIE GRAPHS
- WRITE A DESCRIPTION OF
HOW YOU MET YOUR GOAL
- DRAW A PICTURE OF HOW
YOU MET YOUR GOAL



HEALTH EDUCATION CONTENT STANDARDS

5.6.N.21 - Monitor personal progress toward a nutritional goal.

6.5.M.17 - Apply a decision-making process to enhance health.

H5.6.N.34 - Develop practical solutions to remove barriers to healthy eating and physical activity.

ENG LANG ARTS CONTENT STANDARDS

5th: Reading Comp 2.4

6th: Reading Comp 2.6

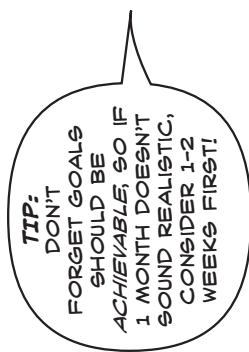
7th: Writing Strategies 1.2

*From *Nutrition Fun with Brocc & Roll* by Connie Liakos Evers, MS, RD, page 23



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GOAL-SETTING CALENDAR

FOR MEETING MY FRUIT & VEGETABLE NEEDS

	SUN	MON	TUE	WED	THU	FRI	SAT	MY PROGRESS:
Name: _____								
WEEK 1 Dates _____								
My Goal This Week:								<input type="checkbox"/> I met my goal! <input type="checkbox"/> I can work on this by:
WEEK 2 Dates _____								
My Goal This Week:								<input type="checkbox"/> I met my goal! <input type="checkbox"/> I can work on this by:
WEEK 3 Dates _____								
My Goal This Week:								<input type="checkbox"/> I met my goal! <input type="checkbox"/> I can work on this by:
WEEK 4 Dates _____								
My Goal This Week:								<input type="checkbox"/> I met my goal! <input type="checkbox"/> I can work on this by:

Adapted From, *Nutrition Fun with Brocc* # Roll by Connie Liakos Evers, MS, RD, pages 24-25.

GOAL-SETTING CALENDAR

FOR MEETING MY FRUIT & VEGETABLE NEEDS

Name: LUCY		SUN	MON	TUE	WED	THU	FRI	SAT	MY PROGRESS:
WEEK 1 Dates 1/4-1/10	My Goal This Week:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> I met my goal! <input type="checkbox"/> I can work on this by:
TRY AT LEAST 2				MOM PUT PEA PODS IN STIR FRY			AT SCHOOL, WE HAD WINTER SGAUSH-IT WAS OK.		
NEW VEGETABLES									
WEEK 2 Dates 1/11-1/17	My Goal This Week:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> I met my goal! <input checked="" type="checkbox"/> I can work on this by:
EAT A FRUIT OR					ATE SOME FROZEN GRAPES- BETTER THAN A POPSICLE!		ADDED SLICED TO PEARLS TO MY YOGURT		BUY MORE FRUITS
VEGETABLE AFTER-									AND VEGETABLES
SCHOOL 3 TIMES									FOR SNACKS
WEEK 3 Dates 1/18-1/24	My Goal This Week:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> I met my goal! <input type="checkbox"/> I can work on this by:
EAT AT LEAST 1		MASHED CAULI- FLOWER AT DINNER	SNACKED ON BABY CARROTS AFTER SCHOOL	HAD FRESH SPINACH IN MY SANDWICH- NOT BAD!	ADDED SHREDDED CABBAGE TO TACOS.	CELERY STICKS AT LUNCHTIME	HELPED MAKE SWEET POTATO FRIES-NEXT TIME MAKE MORE!	<input checked="" type="checkbox"/>	BELL PEPPERS, TOMATOES ON PIZZA
VEGETABLE EVERY DAY									
WEEK 4 Dates 1/25-1/31	My Goal This Week:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> I met my goal! <input type="checkbox"/> I can work on this by:
TRY MANDARINS 3			BOUGHT MANDARINS WITH MOM, TRIED AT HOME	AFTER SCHOOL SNACK		ADDED SLICES TO MY SALAD		<input checked="" type="checkbox"/>	TOOK FOR LUNCH
TIMES THIS WEEK									

Adapted From, Nutrition Fun with Brocc # Roll by Connie Liakos Evers, MS, RD, pages 24-25.

HEALTH EDUCATION CONTENT STANDARDS

5.6.N.21 - Monitor personal progress toward a nutritional goal.
6.5.M.17 - Apply a decision-making process to enhance health.
H5.6.N.34 - Develop practical solutions to remove barriers to healthy eating and physical activity.

ENG LANG ARTS CONTENT STANDARDS

5th: Reading Comp 2.1
6th: Reading Comp 2.4, 2.5
7th: Writing Strategies 1.2, 1.3
8th: Writing Strategies 1.2

Harvest of the Month



Network for a Healthy California
January

The Harvest of the Month featured produce is **mandarins**



Helping Your Child Eat Healthy

- Start the day with 100 percent fruit juice.
- Provide healthy after-school snacks like a piece of citrus fruit or canned mandarin slices (packed in 100 percent fruit juice).
- Dip tangerine segments into lowfat flavored yogurt.
- Add tangerines to green salads for flavor and color.
- Squeeze juice of citrus fruits over chicken and fish to make tender and juicy. Or use juice to make reduced fat salad dressings.

For more ideas, visit:
www.kidsnutrition.org

Produce Tips

- Look for plump citrus fruits that feel heavy and have stems still attached.
- Keep on countertop for immediate use.
- Store in refrigerator for up to one week.

Health and Learning Success Go Hand-in-Hand

Did you know a single serving of fruits or vegetables usually costs less than 25 cents? These small costs have big health benefits. Eating a variety of colorful fruits and vegetables and being active every day are healthy habits that can help your child do better in school, feel good, stay healthy and grow strong. **Harvest of the Month** provides ideas to help your family eat more fruits and vegetables and get at least one hour of physical activity every day.

Mandarins are a type of citrus fruit that look like oranges but are usually smaller and more pumpkin-shaped. Mandarins that have a deep orange-red color are called *tangerines*. Other types of mandarins include satsumas, clementines and tangelos.

Nutrition Facts

Serving Size:	1 medium mandarin (88g)
Amount per Serving	
Calories 47	Calories from Fat 2
	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 2mg	0%
Total Carbohydrate 12g	4%
Dietary Fiber 2g	6%
Sugars 9g	
Protein 1g	
Vitamin A 12%	Calcium 3%
Vitamin C 39%	Iron 1%
Source: www.nutritiondata.com	

CITRUS AMBROSIA

Ingredients:

(Makes 4 servings at 1 cup each)

Grated peel of tangerine

1 cup lowfat yogurt, plain or vanilla

2 tangerines, peeled, segmented and seeded

1 grapefruit, peeled and sectioned

2 oranges, peeled and cubed

1. Stir tangerine peel into yogurt.
2. Divide fruit into four cups or dishes.
3. Spoon chilled yogurt mixture over fruit.
4. Serve chilled.

Adapted from:
www.fruitsandveggiesmatter.gov/recipes

For more recipes, visit:
www.cachampionsforchange.net

Only 40 percent of California teens meet the minimum daily target for physical activity, and close to 74 percent of California youth are physically unfit.

Let's Get Physical!

Help your child be active and prepare for spring fitness testing at school with these tips:

- Set a weekly goal for each family member. (Example: Walk 10,000 steps and do stretches every day.)
- Post goals in a highly visible area, such as on the refrigerator.
- Encourage each other to meet goals and set new ones.
- Decide on a "reward" (family outing or hike).
- Limit all screen time.

For more ideas, visit:
www.activeca.org/active/

How Much Do I Need?

A serving of mandarins is one medium fruit. This is about the size of a baseball. Eating a variety of colorful fruits and vegetables each day will help you and your child to reach your total daily needs.

Recommended Daily Amounts of Fruits and Vegetables*

Kids, Ages 5-12	Teens, Ages 13-18	Adults, 19+
2½ - 5 cups per day	3½ - 6½ cups per day	3½ - 6½ cups per day

*If you are active, eat the higher number of cups per day. Visit www.mypyramid.gov to learn more.



This material was funded by USDA's Food Stamp Program through the California Department of Public Health, Network for a Healthy California. These institutions are equal opportunity providers and employers. The Food Stamp Program provides nutrition assistance to people with low income. It can help buy nutritious foods for a better diet. For information on the Food Stamp Program, call (323) 727-4542. Contract # 06-55103.





La Cosecha del Mes

enero

En enero, **la mandarina** es la fruta de **La Cosecha del Mes**.



Ayude a sus hijos a comer sano

- Empiece el día con jugo de fruta 100% natural.
- Tenga a la mano bocadillos saludables después de la escuela tales como gajos de una fruta cítrica o de mandarina enlatada (en jugo 100% de fruta).
- Unte gajos de mandarina con yogur de sabores bajo en grasa.
- Agregue mandarinas a sus ensaladas verdes para sabor y color.
- Exprima jugo de frutas cítricas sobre pollo o pescado para que estén tiernos y jugosos.

Para más ideas, visite:
www.kidsnutrition.org

Consejos “frescos”

- Busque fruta cítrica que se sienta pesada y que todavía tenga tallito.
- Téngala sobre el mostrador para uso inmediato.
- Puede guardarse en el refrigerador hasta una semana.

Recomendación diaria de frutas y vegetales**

Niños, edad 5-12 2½ - 5 tazas por día	Adolescentes, edad 13-18 3½ - 6½ tazas por día	Adultos, 19+ 3½ - 6½ tazas por día
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**Si usted es activa, consuma el número más alto de tazas por día. Visite www.mipiramide.gov para aprender más.

La salud y el éxito en el aprendizaje van mano a mano

¿Sabía usted que una porción de frutas y vegetales generalmente cuesta menos de 25 centavos? Este pequeño costo brinda grandes beneficios de salud. Comiendo una variedad colorida de frutas y vegetales y siendo activa todos los días son hábitos saludables que pueden ayudar a su hijo a destacar en la escuela, sentirse mejor, mantenerse saludable y crecer fuerte. **La Cosecha del Mes** le proporciona ideas para que su familia coma más frutas y vegetales y para que obtenga por lo menos una hora de actividad física diaria.

La mandarina es un tipo de fruta cítrica que parece naranja pero generalmente es más pequeña y con forma de calabaza. Las mandarinas que tienen un color rojo/naranja se llaman *tangerinas*. Existen otros tipos de mandarina incluyendo satsumas, clementinas y tangelos.

AMBROŚIA DE FRUTA CÍTRICA

Ingredientes:

(para 4 porciones de 1 taza cada una)

Cáscara de mandarina rallada

1 taza de yogur bajo en grasa, sabor vainilla o simple

2 mandarinas peladas, en gajos y sin semillas

1 toronja, pelada y en gajos

2 naranjas, peladas y en cubitos

1. Mezcle la cáscara de mandarina con el yogur.

2. Reparta la fruta en cuatro tazas o platos.

3. Ponga cucharadas de la mezcla de yogur sobre la fruta.

4. Sirva frío.

Fuente: www.fruitsandveggiesmatter.gov/recipes

Información Nutricional

Porción: 1 mandarina mediana (88g)

Cantidad por Porción

Calorías 47 Calorías de Grasa 2

% Valor Diario

Grasas 0g **0%**

Grasa Saturada 0g **0%**

Grasa Trans 0g

Colesterol 0mg **0%**

Sodio 2mg **0%**

Carbohidratos 12g **4%**

Fibra Dietética 2g **6%**

Azúcar 9g

Proteínas 1g

Vitamina A 12% Calcio 3%

Vitamina C 39% Hierro 1%

Fuente: www.nutritiondata.com*

Sólo el 40 por ciento de adolescentes en California logran alcanzar el objetivo mínimo diario de actividad física, y cerca del 74 por ciento de la juventud de California está en mala condición física.

¡En sus marcas, listos...!

Ayude a su hijo a ser activo y a que se prepare para las pruebas escolares de capacidad física durante la primavera con estos consejos:

- Establezca una meta semanal para cada miembro de la familia. (Ejemplo: caminar 10,000 pasos y hacer estiramientos todos los días.)
- Ponga las metas en un lugar visible, como el refrigerador.
- Anímense unos a otros para establecer y alcanzar nuevas metas.
- Decidan sobre una “recompensa” (un paseo familiar o excursión).

Para más ideas, visite:
www.activeca.org/active/

¿Cuánto necesito?

Una porción de mandarina es una fruta mediana. Esto es alrededor del tamaño de una pelota de béisbol. Comiendo una variedad colorida de frutas y vegetales todos los días ayudará a que usted y su hijo consuman el total diario necesario.

*Los sitios web sólo disponibles en inglés.



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